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ABSTRACT

This report discusses various quality indicators for Front Range Community College (Colorado). Each of the 10 quality indicators and 10 additional indicators shown in the report is elaborated by details such as indicator description, operational definition, benchmark, source, results, and conclusion. Quality indicators include: (1) Student success rate, which meets the current benchmark for this population; (2) Faculty teaching workload, which is 13.9 hours per FTE, below the current benchmark of 16.3; (3) Freshmen retention rate in same institution, which exceeds benchmark; (4) Career and technical graduates employed or continuing their education, which exceeds the benchmark by 12.3 percentage points; (5) Institutional support expenditures as percent of education and general expenditures, which exceeds the current benchmark (in this case the objective is to be under the benchmark); (6) Availability of core and required courses, which exceeds the benchmark; and (7) Support and success of minority students, which did not meet the current benchmark for retention or graduation; (8) Credits required for degree, which meets the benchmark; (9) Providing access to education through courses offered at nontraditional times, which exceeds the benchmark; and (10) Student satisfaction with instruction, which exceeds the benchmark. (JA)

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ED 450 844

FRONT RANGE COMMUNITY COLLEGE

QUALITY INDICATORS REPORT

ACADEMIC YEAR 1999-2000

FRONT RANGE
COMMUNITY COLLEGE
Excellence and Diversity

Fall 2000

— submitted by—

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Quality Indicator #1B--Student Success Rate

Indicator Description:	The percentage of the cohort of entering first-time, full-time, degree-seeking freshmen students (excluding students who enroll for basic skills education courses during their first year) who graduate from the institution after 3 years.
Operational Definition:	Fall 1996 cohort and measure percent who graduated by September 1999 (3-yr. rate). Full-time = 12 or more credits taken during entering fall semesters Students entering in preceding summer are included in the cohort.
Benchmark:	12.4% - 16.4%
Source:	CCHE data: cohort 733 students. (Community College data excluded basic skills students.)
Results:	Completed: 103 students (14.1%)
Conclusion:	FRCC meets the current benchmark for entering first-time, full-time, degree-seeking freshmen students (excluding students who enroll for basic skills education courses during their first year) who graduated after 3 years.

Quality Indicator #2--Faculty Teaching Workload

Indicator Description:	The number of weekly direct teaching contact hours (Type A) by full-time, tenured, full-time tenure-track, and other full-time faculty. (NOTE: To recognize the dimensions of faculty teaching workload, individualized instruction (Type B) will be included in the overall QIS report.
Operational Definition:	Direct teaching contact hours associated with Type A instruction for AY 1999-2000 by full-time tenured, full-time tenure track, and other full-time faculty and compare to national benchmark.
Benchmark:	Full-time Faculty FTE: 16.3 Benchmark Source: National Center for Education Statistics, NSOPF, Public Access Data Analysis System (DAS), NCES Doc Number 97559, March 1997 (Data from fall 1993)
Source:	FRCC data: HB 1289 File #09 data CCHE data: calculation on FRCC File #09.
Results:	FRCC Full-time Faculty Contact Hours per FTE: 13.9
Conclusion:	FRCC did not meet the current benchmark for number of weekly contact hours by full-time tenured, full-time tenure-track, and other full-time faculty.

Quality Indicator #3--Freshmen Retention Rate in Same Institution

Indicator Description:	The percent of Fall 1998 entering first-time, full-time, degree-seeking freshmen students (IPEDS definition) that enroll Fall 1999 in the same institution.
Operational Definition:	Fall 1998 cohort and measure percent that are enrolled in the same institution Fall 1999. Full-time = 12 or more credits taken during Fall 1998 semester. Students entering in the preceding summer are included in the cohort.
Benchmark:	43.8% - 47.8%
Source:	CCHE data: Fall 1998 and Fall 1999 cohort files.
Results:	49.3%
Conclusion:	FRCC exceeds the current benchmark for freshmen retention rate in the same institution.

Quality Indicator #4B–Career and Technical Graduates Employed or Continuing Their Education

Indicator Description:	FY 1998-99 graduates of certificate and A.A.S. degree programs that are employed or continuing their education during AY 1999-2000.
Operational Definition:	Total number of FY 1998-99 graduates of certificate and A.A.S. degree programs = value x. Total number of FY 1998-99 graduates of certificate and A.A.S. degree programs that are employed or continuing their education during AY 1999-2000 = value y.
Benchmark:	Value y = 85% of value x.
Source:	VE135 Follow-Up Survey results provided by FRCC/CCCOES.
Results:	Total FRCC FY 1998-99 graduates = 555 Total FRCC graduates employed or continuing education* = 540 (97.3%) Benchmark = 472 (85.0%) *Employed = 463, Continuing Education = 77
Conclusion:	540 (97.3%) of FRCC certificate or A.A.S. degree program graduates are employed or continuing their education. FRCC exceeds the current benchmark for career and technical graduates employed or continuing their education by 12.3 percentage points.

Quality Indicator #5--Institutional Support Expenditures as Percent of Education & General Expenditures

Indicator Description:	Institutional support expenditures serve as a proxy for administrative expenditures
Operational Definition:	Most recent data available from IPEDS data based on institutional support expenditures.
Benchmark:	$1,102
Source:	NCHEMS data: computation from institutional budget data.
Results:	$1,008
Conclusion:	FRCC exceeded the current benchmark for institutional support expenditures.

Note: Goal is to be *under* benchmark for institutional support expenditures.

Quality Indicator #6--Availability of Core and Required Courses

Indicator Description:

For every thirty entering first-time, full-time adjusted headcount fall census students, if one or more general education lower division core courses are required of all freshmen students, one section of each of these courses will be offered during the academic year. If no one general education lower division core course is required of all freshmen students, then the general education lower division core courses (one or more) that are required of the freshmen students enrolled in the institution's largest school/college shall be applicable. Any section enrolling fewer than ten headcount students may be subject to cancellation due to low enrollment. Headcount is adjusted by removing students who are exempt and non-required as noted in the benchmark.

Operational Definition:

Number of AY 1999-2000 full-time, first-time, A.A./A.S. degree-seeking freshmen (adjusted)/30 in the institution or, if applicable, the largest college/school = value x.

Number of sections of required freshmen core course(s) in the institution or largest college/ school offered during the same time period = value y.

Adjusted means a student may be excluded through:

- testing out
- entering with relevant AP credit
- entering with HS concurrent credit
- those not required to take the course
- those not eligible (requiring remediation)

Benchmark:

Value y = 80% of value x

Source:

FRCC Fall 1999 Census Frozen Data File = 12,170 students

FRCC Fall 1999 full-time, first-time, A.A./A.S. degree-seeking students = 207 students

Adjusted cohort/30 = seven (7) sections per each of the following "required" courses = value x:

ENG 121
ENG 122
SPE 115

80% of value x = six (6) sections of each required course.

Results:

Fall 1999 course sections offered:	ENG 121 = 67	Benchmark = 6
	ENG 122 = 30	Benchmark = 6
	SPE 115 = 42	Benchmark = 6
Spring 2000 course sections offered:	ENG 121 = 59	Benchmark = 6
	ENG 122 = 36	Benchmark = 6
	SPE 115 = 35	Benchmark = 6

18 of the 269 total courses had <10 enrollments. Of these 18 courses, 9 were CCC Online courses and 4 were distance learning courses.

Conclusion:

FRCC exceeds the current 80% benchmark for availability of core and required courses. FRCC also exceeds a 100% benchmark (seven sections per course) for availability of core and required courses.

Quality Indicator #7--Support and Success of Minority Students

Indicator Description:	Institutional commitment to supporting minority student achievement and success as demonstrated by a composite of: (1) retention rate of entering first-time, full-time, degree-seeking freshmen minority students, and (2) 3-yr. graduation rate of minority students.
Operational Definition:	(1) Fall 1998 minority cohort and measure percent that are enrolled in the same institution Fall 1999. (2) Fall 1996 minority cohort and measure percent that graduated by September 1999 (3-yr. graduation rate for 2-yr. institutions only). Benchmark: (1) 41.0% - 45.0% (2) 11.9% - 15.9%
Source:	(1) subset of QI #3 (2) subset of QI #1B
Results:	(1) 39.2% (2) 11.2%
Conclusion:	FRCC did not meet the current benchmark for either component (retention or graduation) for support and success of minority students.

Quality Indicator #8--Credits Required for Degree

Indicator Description:	The percentage of baccalaureate and associate degree programs in the arts & sciences, business, journalism, and liberal arts areas requiring no more than 120 credits (baccalaureate) or 60 credits (A.A. and A.S.). Degree programs with course and program standards associated with accreditation or professional association guidelines that specify competency or outcome requirement necessitating more credits beyond 60 or 120 for degree completion are excluded.
Operational Definition:	Total number of associate degree programs (A.A. and A.S.) offered by 2-year institution = value x Total number of these degree programs requiring 60 credits or less = value y Total number of associate (A.A. and A.S.) degree programs with course and program standards associated with accreditation or professional association guidelines that specify competency or outcome requirements necessitating more credits beyond 60 for degree completion = value z
Benchmark:	Value y = 80% (value x - value z)
Source:	FRCC data.
	Value x = 29 tracks — Associate of Arts subject areas include the following: Arts and Humanities (ART, FRE, GER, HUM, MUS, PHI, RUS, SPA, THE, WST); Business (for transfer); Social and Behavioral Sciences (ANT, ECO, GEO, HIS, POS, PSY, SOC, SOS); Communications (ENG, JOU, LIT, SPE) Associate of Science subject areas include the following: Mathematics (MAT); Biological Science and Physical Science (AST BIO, CHE, GEY, PHY)
	Value y = 28 tracks — All A.A./A.S. degrees require 60 semester hours for completion except if a student chooses to complete a business administration concentration. If the business administration concentration is chosen, 66-67 semester hours are required as part of a statewide consortium agreement with Colorado schools of business.
	Value z = 0 — There are no A.A./A.S. degrees associated with accreditation or professional association guidelines that necessitate more than 60 semester hours for degree completion.
Results:	97% (n = 28) of FRCC A.A./A.S. degrees require 60 semester credit hours. Only 1 A.A. degree (business administration concentration) has requirements in excess of 60 hours, and this degree was not included in the CCHE calculation.
Conclusion:	FRCC meets the current benchmark for credits required for degree.

Quality Indicator #9--Providing Access to Education through Courses Offered at Nontraditional Times

Indicator Description:	Course sections offered at nontraditional times.
Operational Definition:	% of course sections offered at nontraditional times
Benchmarks:	36%--nontraditional times
Source:	FRCC data.
	Proportion of courses at nontraditional times includes all courses other than between 8:00 a.m. and 4:30 p.m., Monday through Friday
Results:	Proportion of courses at nontraditional times 53.1%
Conclusion:	FRCC exceeds the current benchmark for access to education through course sections offered at nontraditional times.

Quality Indicator #10--Student Satisfaction with Instruction

Indicator Description: Students expressing satisfaction with instruction.

Operational Definition: % of students expressing satisfaction with instruction from Fall 1999 Currently Enrolled Student Survey.

Benchmark: 91%.

Source: FRCC data.

Category: College Instruction	N	Percent Favorable	Percent Unfavorable
13. Quality of instruction	240	96.7	3.3
14. Instructor's knowledge of subject(s)	240	98.3	1.7
15. Course objectives & requirements made clear	241	94.2	5.8
16. Content of courses	241	97.1	2.9
17. Methods of instruction	240	93.8	6.3
18. Testing, grading	239	96.2	3.8
19. Class size	237	97.0	3.0
Category Average:		96.2	3.8

Results: 96.2%

Conclusion: FRCC exceeds the current benchmark for student satisfaction with instruction.

Additional Indicator #11—Academic Advising Program

Indicator Description:	Utilization of the Academic Policy of the Colorado Student Association as guideline.
Operational Definition:	Written statement with documentation from institution's president/chancellor related to the utilization of the Academic Policy of the Colorado Student Association as guideline in the institution's academic advising program
Benchmark:	Documented utilization
Source:	FRCC data
Narrative:	Front Range Community College incorporates the following "best practices" in the college's advising program:

- *Advisor Assignment by Program of Study*: Advisors are assigned for vocational majors, special populations, with the availability of advisors for new and continuing students.
- *Advisee Meetings*: For new students, walk-in advising is available with required advisor's signature for registration. Continuing students are encouraged to contact advisors on a consistent basis.
- *Advisor Availability*: Access to advisors is emphasized in college publications, orientations, and specialized mailings. Advisor contact is required for students subject to the college's academic probation/suspension policies.
- *Awareness of Policies:* College advising policies are disseminated through the college catalog, web page, counseling centers, and orientations.
- *Advisor Evaluations:* Procedures exist for the evaluation of advisors.
- *Creation of Student Advising Plan:* Paper and electronic files are maintained for selected student populations.
- *Advisor Training:* Advising staff receive initial and updated training by means of advisor manuals, computer training, and implementation of scheduled training activities.
- *Option to Change Advisors:* Students may change advisors at will or be reassigned when their major changes.
- *Availability of Transfer Information/Policies:* Counseling centers maintain transfer guides; four year colleges and universities maintain regular visitation schedules and participate in transfer days; counseling staff meet yearly with four year college representatives.
- *Degree Status Update*: Students have access to a degree audit system; completion of pilot project at Larimer Campus that mailed degree status reviews for A.A./A.S. degree seeking students; pre-graduation check procedures available through the records office.

Tom Gonzales, President

Additional Indicator #12--Results from Evaluation of Teaching and Advising used in Employment And Salary Decisions

Indicator Description:	In addition to the utilization of results from evaluations of teaching and advising in curriculum planning, the results will also be used in promotion, continuing employment and salary decisions for faculty engaged in the undergraduate program.
Operational Definition:	Written statement with documentation from institution's president/chancellor related to the utilization of results from evaluations of teaching and advising in promotion, continuing employment and salary decisions for faculty engaged in the undergraduate program during the previous fiscal year.
Benchmark:	Documented utilization.
Source:	FRCC data.
Narrative:	FRCC faculty are formally evaluated annually. As part of the evaluation process, faculty are evaluated and rated in instruction under Section 5--A.1--Instructional Delivery and A.2--Instructional Design. In fact, instruction constitutes up to 80% of a faculty member's total evaluation rating with professional development and service constituting the rest of the evaluation rating. The scoring ranges in the faculty evaluation plan are: exceptional (4.5 and above = 1.4 shares toward a raise), exceeds expectations (4.0 to 4.49 = 1.2 shares), meets expectations (3.0 to 3.99 = 1.0 shares), and unsatisfactory (less than 3.0 = no raise). Each component of the faculty evaluation (instruction, professional development, and services) has specific criteria for raters to follow when evaluating faculty. In addition, advising is also a part of the regular faculty workload, job description, and evaluation. Following are the criteria for evaluation of instruction. 5.A.1. Instructional Delivery Instructional delivery will be evaluated in two ways. Students in one of the faculty member's classes will be asked to complete standardized course evaluation questionnaires, currently the SIRII. The faculty member will also select a peer evaluator, typically another faculty member, to observe a class session and complete a rating sheet based on that observation of the class. The peer evaluators will be asked to rate the faculty member separately on four aspects of instructional delivery and to give the faculty member an overall score by averaging the ratings for each of the four aspects. The four aspects are class structure and organization, presentation skills, instructor-student rapport, and subject matter and explanation. 5.A.2. Instructional Design Instructional Design will also be evaluated in two ways. Students in one or two of the faculty member's classes will be asked to complete standardized course evaluation questionnaires, currently the SIRII. The faculty member's chair and dean will complete a rating sheet based on their review of course materials and discussions with the faculty members. Chairs and deans should review the course syllabi, tests, sample lesson plans and other relevant course materials and discuss with faculty the overall design and objectives of the course. Chairs and deans will then complete a rating form that asks them to comment on specific aspects of each of the documents they review.

Documentation of faculty accomplishments must be logged and maintained by the faculty member. This documentation should include syllabi, tests, samples of lesson plans, in-class exercises, assignments, and other material related to instructional design.

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Tom Gonzales, President

Additional Indicator #13—Student Evaluations of Teaching Used in the Annual Evaluations of Faculty

Indicator Description:	Utilization of results from student evaluations of teaching used in the annual evaluations of faculty engaged in undergraduate teaching.
Operational Definition:	Written statement with documentation from institution's president/chancellor related to the utilization of results from student evaluations of teaching were used during the previous fiscal year as part of the evaluations of faculty engaged in undergraduate teaching.
Benchmark:	Documented Utilization
Source:	FRCC data
Narrative:	Under the faculty evaluation process at Front Range Community College (revised during the Spring semester, 2000), student evaluations constitute a critical part of the process. Using the Educational Testing Service (ETS) Student Instructional Report II (SIRII), students are requested to evaluate the following components of instructional delivery: • Course Organization and Planning • Communication • Faculty/Student Interaction • Assignments, Exams, and Grading • Course Outcomes • Student Effort and Involvement For Fall, 1999, FRCC's overall mean score for all components was 4.06 compared to the national comparative mean of 4.10. However, for Spring, 2000, FRCC raised its overall mean score to 4.10--matching the national comparative mean. (Note: comparative data is not normative data. The comparative data are cumulative data collected by ETS in 4,544 classes and reported by 76,403 students.) SIRII data have been collected and analyzed since Fall 1998. Term-specific data tables are created comparing FRCC's mean for each evaluation group to the national comparative mean provided by ETS. These results are shared with instructional deans and vice presidents for instruction who, in turn, share them with faculty. The instructional delivery component or student evaluation section of the FRCC faculty evaluation process constitutes a weight of 60 – 80% of the process.

Tom Gonzales, President

Additional Indicator #14---Pre-College Program Involvement

Indicator Description:	Participation in pre-college program(s) focused on the particular needs associated with the enrollment, retention, completion, and graduation of economically disadvantaged students and students from traditionally underrepresented groups.
Operational Definition:	Written statement with documentation from institution's president/chancellor that the institution participated in one or more pre-college programs during the previous fiscal year.
Benchmark:	Documented participation
Narrative:	Front Range Community College participates in a number of programs to foster the participation of economically disadvantaged students in the college's educational programs. This participation includes: • Member of and active participant in the recruitment and admissions activities of the Colorado Council on High School/College Relations. • Participate with the Colorado Education Services and Development Association (CESDA) and the Minority Admissions Committee of the Colorado Council on High School and College Relations (CCHES/CR). • Participant with the Colorado State University's CO-AMP project that is designed to link diverse students to education opportunities in science, mathematics, engineering, and technology. • Participation with appropriate Educational Opportunity Centers. • Offer high school visitation days targeted to minority students. • Development of FRCC Student Ambassador Program designed to assist in recruitment and retention. • Participation in local Tech-Prep activities with secondary institutions. • Presentation of junior high visitation days in cooperation with Poudre School District and La Familia (The Family Center).

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Tom Gonzales, President

Additional Indicator #15--Involvement with K-12 Educators and Principals

Indicator Description:	Involvement with K-12 educators and principals in the design and implementation of professional development programs for K-12.
Operational Definition:	Written statement with documentation from institution's president/chancellor describing the institution's involvement with K-12 educators and principals during the previous fiscal year in the design and implementation of professional development programs for K-12.
Benchmark:	Documented involvement.
Source:	FRCC data.
Narrative:	Front Range Community College has active professional development with the school districts in its service area. This involvement has included: • PowerPoint presentation training workshop for Adams County District 12 teachers. • Orientation Breakfast for 100+ central administration staff, principals, counselors and special education representatives from 5 Larimer and Weld County school districts to introduce them to secondary vocational opportunities for students. • Delivery of professional development program on the transportation/logistics industry to teachers form Jefferson County, Adams County School District 12, and the Boulder Valley School District. • Hosting college information sessions for high school counselors. • In cooperation with the five Adams County School Districts, presented to school superintendents career development programs/initiatives for each district with the college. • Expansion of an "Educator in Residence" program that provides high school counselors the opportunity to experience enrollment at the college and assess local business training needs. • In cooperation with the five Adams County School Districts, development of design training in contextual learning models for K-12 teachers. • Specialized training for teachers from the Boulder Valley School District and St. Vrain Valley School District on college services for students with special needs. • Involvement of college faculty and staff in school district advisory councils and committees and school district involvement on college committees. • Participating and conducting yearly information updates on the college's programs for area high school counselors.

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Tom Gonzales, President

Additional Indicator #16--Graduation Year Undergraduate Assessment Program

Indicator Description:	The assessment program should build upon existing institutional, college, department, or program assessment and shall measure the student's knowledge and skills in his/her major field, vocational, or training area. Nationally normed major field tests should be used whenever available and applicable to the institution's program. If a national normed major field test exists and is being utilized by similar institutions across the United States, an explanation and justification for its non-utilization by Colorado institution must accompany the materials submitted to the CCHE. Portfolios of accomplishment and/or demonstrations of competency may be used. Sampling of students and a spreading of the number of degree programs over several years may be considered.
Operational Definition:	Institutional graduation assessment programs, submitted by the respective governing board, must be received by CCHE no later than November 24, 2000. Programs may be piloted in spring and summer 2001 with full implementation thereafter.
Benchmark:	Assessment program submitted to CCHE.
Source:	Institution and Governing Board.
Narrative:	Front Range Community College has an extensive and comprehensive undergraduate assessment program that includes the following measures.

- All students receiving an associate degree are required to complete the Collegiate Assessment of Academic Proficiency (CAAP) as part of their graduation requirements. Results are analyzed and distributed internally and externally.
- An interdisciplinary capstone course was piloted in spring 2000 and will be offered again in spring 2001 that measures the five core transfer areas: English, math, science, social and behavior science, and humanities.
- Several programs use portfolio assessment; e.g., Early Childhood Professions, Interpreter Preparation, Accounting, etc. (see attached Profile of Assessment Measures by Instructional Program document for complete list).
- Every program is required to have an annual assessment plan and report.
- Performance on licensure, certification, or professional exams is used.
- Clinical and internship performance (external evaluation) is offered.
- Standardized tests are used by several programs.
- Job placement information is gathered and distributed to all programs.
- Student, graduate, alumni, and employer survey results and analyzed and distributed.
- Retention, persistence, graduation, and transfer rates (the FRCC student tracking system tracks this information since 1994) are published.
- Internally and externally juried reviews of comprehensive projects are completed.
- Exit interviews and focus groups of graduates are used to gather additional information.

FRCC has created a solid assessment foundation that now allows us to accurately measure student academic achievement college wide and by specific programs. A $70,000 assessment budget was dedicated toward assessment in 1999-2000. We plan to continue to improve our assessment processes in an ongoing effort to assess curricular, strategic planning, and budget allocations at the college.

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Tom Gonzales, President

Additional Indicator #17–Cooperative Education, Internships, and Service Learning Opportunities

Indicator Description:	An annual description of the cooperative education, internship, and service learning opportunities made available by the institutions to undergraduate students.
Operational Definition:	Written statement with documentation from institution's president/chancellor regarding the cooperative education, internship, and service learning opportunities made available to undergraduate students during the previous fiscal year.
Benchmark:	Documented opportunities.
Source:	FRCC data.
Narrative:	Front Range Community College offers the opportunity for internships and related cooperative education experiences in all of its programs. For the reporting period, 66 students participated in these faculty-supervised activities which generated 6.47 annualized FTE. In addition, many of FRCC's programs include a clinical component that includes site-based skill training. For this period 626 students participated in clinical activities that generated 254.86 annualized FTE. These selected clinical internships were in the program areas of: Nursing, Respiratory Care, Medical Office Technology, Emergency Medical Service, and Veterinary Research Technology.

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Tom Gonzales, President

Additional Indicator #18--Work Force Training and/or Research Devoted To Economic Development

Indicator Description:	Delivery of work force training programs and/or the conducting of research devoted to economic development by institutions with role & missions conducive to such activity.
Operational Definition:	Written statement with documentation from institution's president/chancellor regarding the work force training programs and/or research conducted during the previous fiscal year that were devoted to economic development.
Benchmark:	Documented programs and/or research.
Source:	FRCC data.
Narrative:	Front Range Community College actively participates in work force training programs. Examples of this participation include: • Implementation of Employment Edge program in Boulder County. In partnership with twenty business organizations in Boulder County, the Employment Edge program is designed to provide immediate employment opportunities by directing training activities to essential skills areas: a) General workplace skills; b) Customer service skills; c) Academic skills; d) Computer skills; e) Technical skills for specific jobs. For 1999-2000, 96 individuals participated in the Employment Edge Program. Future activities include the expansion of the program to include service enhancements and expanding into collaborative agreements with K-12. • Continuation of the SPIRIT program which collaborates with the Larimer County Workforce Center programs to provide short-term training and skill upgrading for workforce center clients. • Offering the college's expertise through the Institute for Community and Workplace Development, the college provided specialized training to over 800 employees of local business organizations and generated $1,351,859 in revenue from these training activities. • Delivery of a 15 week computer and workplace skills training program for 10 TANF recipients in Larimer County

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Tom Gonzales, President

Additional Indicator # 19—Technology-based Learning Components in Undergraduate Courses

Indicator Description:	A portion of all undergraduate course sections offered through resident instruction, extended studies, and/or continuing education will have technology-based learning components that either require active engagement by students (e-mail, faculty-mediated chat rooms, bulletin boards, computer-based exercises) or enable technology-based delivery of courses (e.g., video, on-line courses).
Operational Definition:	Written statement with documentation from institution's president/chancellor listing the total number of undergraduate course sections offered the previous fiscal year and the number of those courses with technology-based learning components.
Benchmark:	Biannual increase of 10% until benchmark of 50% achieved
Source:	FRCC data

Narrative:

1999-2000 Total Unduplicated Courses:	2,991
1999-2000 Total Courses with Technology Component:	1,588
% of Tota' Courses with Technology Component:	53.1%

Front Range Community College is committed to the integration of technology in its instructional programs. Implementation of this philosophy may be demonstrated by a number of institutional indicators:

- E-mail accounts are established for all faculty for electronic access by students.
- Over 1,500 students have e-mail accounts in the new computer commons complex.
- Basic skills assessment of students is completed by the use of COMPASS, the computerized version of ACT's assessment exam.
- Students receive instruction in the college libraries on the use of computerized databases and research techniques. During the academic year 1999–2000, the Westminster campus alone provided this orientation to over 2,600 students, which represented a 115% increase since the 1996-97 academic year. The academic disciplines represented in these orientations ranged from business to nursing.
- 35% - 45% of all textbooks utilized by the college contain CD ROMs to assist with instruction. In selected disciplines such as science, computer information systems, and computer science, *all* the utilized textbooks include CD ROMs.
- At the Larimer campus instructor training has been completed to expand student learning in English composition courses in the use of Daedalus software.
- A significant number of departments have completed faculty training on WEB CT curriculum design.
- Distance education at the college relies extensively upon on-line courses and telecourses.
- Enrollment in on-lines courses has significantly increased from 507 students in 1996-97 to over 2,000 in 1999–2000.
- The State Board of Nursing Accreditation team lauded the Larimer campus Nursing Program on its excellent integration of computers in nursing instruction.

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Tom Gonzales, President

Additional Indicator #20--Internal Transfer Guides Available to Students

Indicator Description:	Institutions will provide undergraduate students with internal transfer guides listing transferable courses by degree program. The communication may be via the World Wide Web and/or publications.
Operational Definition:	Written statement with documentation from institution's president/chancellor that internal transfer guides listing transferable courses by degree program were provided undergraduate students during the prior fiscal year.
Benchmark:	Documented availability.
Source:	FRCC data.
Narrative:	Front Range Community College maintains published transfer guide information. Transfer guide information is updated on a yearly basis and maintained in the counseling offices. In addition, the college provides additional service to enhance transfer information: • At some campus locations, students have access to computers where transfer institutions' web sites are easily accessible by bookmarks to reference transfer information. • Major transfer institutions often visit the campus on a weekly basis. • Transfer fairs are hosted on yearly basis. • At least 200-300 students per year are scheduled for transfer appointments with four-year institutions when visiting Front Range Community College. • Additional transfer agreements are regularly developed to enhance student transfer opportunities.

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Tom Gonzales, President

Additional Indicator #21--Academic Research Supported by State Funds or Tuition Includes Component Impacting Teaching and Learning

Indicator Description:	Academic research supported by state funds or tuition will include a component meant to impact teaching and learning.
Operational Definition:	Written statement with documentation from institution's president/chancellor that academic research supported by state funds or tuition during the previous fiscal year included a component meant to impact teaching and learning.
Benchmark:	Documented components.
Source:	FRCC data.

Narrative:

As part of the CC of C System, Front Range Community College's mission does not support academic research. However, FRCC does participate in limited research through the Office of Institutional Research that may impact teaching and learning. A few examples of this type of research would be as follows:

- Student Evaluation of Teaching using the Educational Testing Service (ETS) Student Instructional Report II (SIRII). Data from this source are analyzed for fall and spring terms each academic year and FRCC's mean score is compared to the comparative mean score provided by ETS. Faculty performance in the areas of course organization and planning, communication, faculty/student interaction, assignments, exams, and grading, course outcomes, student effort and involvement, and overall rating is reviewed
- FRCC recently brought up a Geographic Information System (GIS). In combination with the Environmental Scanning (ES) that is routinely performed out of the Office of Institutional Research, we have begun to perform specific program reviews/evaluations. For example, we recently reviewed our Multimedia Technology Program (MMT) to ensure that FRCC was pulling enrollments from our service area and not from another community college's service area. Through the use of GIS and ES, we were able to plot students enrolled in our MMT program on a service-area map, thereby proving that we are, in fact, recruiting and enrolling students according to service area agreements.
- FRCC is now using ACT's Collegiate Assessment Of Academic Proficiency (CAAP) to examine general education outcomes for all FRCC degree-seeking graduates. The CAAP is completed by students as part of graduation requirements. Data from Summer 1999, Fall 1999, and Spring 2000 were combined for the current academic year analysis. The current analysis utilized five main CAAP components as follows: writing (WRSCALE), mathematics (MASCALE), reading (RESCALE), critical thinking (CTSCALE), and science reasoning (SRSCALE). An extensive statistical analysis was performed with two research objectives in mind:
    1. To determine if the FRCC mean score on each scale differs significantly from the corresponding national mean.
    2. To determine if any significant mean score differences exist as a factor of degree.
- FRCC has a student tracking system that monitors fall and spring cohorts from first-term through graduation and beyond.
- FRCC collects and reports application versus matriculation information.
- FRCC publishes reports on student performance based on service area high schools from which students came.

These are just a few examples of the types of institutional research that are conducted on a regular or ad hoc basis that may impact teaching and learning. Again, while FRCC does not perform academic research in the traditional sense, we do conduct research, when necessary and appropriate, to collect teaching and learning information.